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ABSTRACT

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French published predominantly in 1970 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, ED 034 455, ED 038 074, and ED 041 522. [Not available in hard copy due to marginal legibility of original document.] (RL)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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OFFICE OF EDUCATION

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NOTE : Each entry is marked with either A(Algeria), L(Libya), M(Morocco), T(Tunisia) or MAG(Maghreb countries) to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

M 1. "Conférence du leader Allal El Fassi au IX^{e} Congrès de l'UGEM: l'humanisme marocain doit être introduit à tous les stages de l'enseignement" (Lecture of the leader Allal El Fassi at the IXth Congress of the UGEM: Moroccan humanism must be introduced at all stages of education).

L'Opinion July 29, 1970

President Allal El Fassi gave a lecture on the theme "Moroccan humanism as a basis of education" to a group of students at the Lycée Moulay Abd'allah.

Speaking of the teaching of humanism, he emphasized its importance throughout the world and the efforts made to introduce it in the diverse educational branches and sections. Language must be an effective instrument for dispensing Morocco's own humanism.

T 2. "Bourguiba: l'enseignement de l'histoire doit mettre en valeur la personnalité tunisienne" (Bourguiba: teaching history must develop the Tunisian personality).

La Presse August 20, 1970

In a meeting with Chedli Ayari, Minister of Education, Youth and Sports, the problem of students excluded from schools, the level of teaching and lightening class loads to increase the profit from teaching were discussed.

Finally, President Bourguiba instructed Mr. Ayari to see that the programs for teaching history are altered to emphasize the Tunisian personality and give the students a better knowledge of national history.

A 3. "Le Président Boumédienne à Arzew: Nous tournons une fois pour toutes la page du sous-développement hérité du colonialisme" (President Boumédienne at Arzew: We turn the page of underdevelopment inherited from colonialism once and for all).

El Moudjahid June 20, 1970

The battle for development depends totally on the existence of sufficient and qualified staffs. That is why the state has regularly allotted 40% of its budget to education since 1966.

We pay hommage to the efforts displayed for diffusing the language we teach in from primary to higher schools.

4. "L'enseignement au Maroc freine le développement: Un enseignement sélectif limitatif" (Education in Morocco checks development: education is selective and limiting).

L'Opinion October 11, 1970

After independence, education followed the following four principles:

- generalization,

- democratization,

- Arabization,

- Moroccanization.

It was prescribed that all children between 6 and 14 would be in school in 1965, In 1970 we can only prove the following :

- nongeneralization,

- nondemocratization,

- curtailed Arabization,

- partial Moroccanization.

There followed enormous waste (shown by the lack of profit from education in Morocco), recourse to foreign staffs, profound uneasiness among the students etc.

5. "M. Mzali: Il est normal que le peuple exige de l'éducation des résultats conformes à ses efforts" (It is normal that the people insist upon results from education consistent with their efforts).

La Presse May 10, 1970

At a meeting grouping directors of primary and secondary schools in the Tunis area, those responsible for Tunisian education and members of the teaching profession, Mr. Mohamed Mzali, former Minister of Education, said that the people are ready to make enormous sacrifices for education and that it is normal that they demand results equal to their efforts. With regard to the Tunisification of education, he said that the government is buckling down to the task and that the suppression of French in the 1st grade was only a first step in that direction. Mr. Mzali has also concerned himself personally with the Teachers' Colleges. Starting this year, admission will be on a competitive examination basis.

6. "M. Chedli Ayari: il faut reconstruire l'institution éducationnelle sur la base du réalisme, de l'authenticité et de l'efficacité" (Mr. Chedli Ayari: it is necessary to reconstruct the educational institution on the basis of realism, authenticity and efficiency).

La Presse October 16, 1970

Mr. Ayari, Tunisia's representative to the Unesco meeting in Paris, said that education must remain Unesco's number one concern

and that Tunisia declares itself firmly for the expansion of education. He also said that this expansion is the only means for combating illiteracy. Mr. Ayari also spoke of the anomalies and errors due to the fact of the nonadaptation of academic, systems to the profound reality of developing countries, to their means, their needs and their traditions.

7. "Democratie, Efficacité, Authenticité" (Democracy, Efficiency, Authenticity).

La Presse September 16, 1970.

Nearly a million young Tunisians went to classes today. This figure is a record compared not only with other developing countries but also for industrial countries.

The real problem is not to know if it is necessary to instruct or not but how to use this "production" of brains with maximum efficiency. For, in order to make maximum use of these brains, they must be given all the elements permitting an extensive knowledge of the Tunisian reality. A first factor which must contribute inevitably to the realization of this objective is endless Tunisification. The second factor is the reorganization of programs towards this aim, not only in humanities but also in the sciences.

8."Le Président Bourguiba aux gouverneurs: chacun de nous est responsable de la stabilité, de la prospérité et de l'avenir de notre Nation", (President Bourguiba to the Governors: Each of us is responsible for the stability, prosperity and future of our nation).

La Presse September 12, 1970

In a speech before the governors of the Republic, President Bourguiba discussed how to resolve the problems of education. He said that as soon as possible, classes overburdened with students repeating should be reduced to a maximum of thirty. He thought that classes of forty or fifty hardly give a teacher a chance to know his pupils by name much less be able to help them with family problems. But, they are far from realizing this objective as a large number of the instructors had the title of monitors. He hoped that next year this situation would be improved.

9. "Le but de l'Etat est d'élever le niveau des élèves et de réduire les 'déchets' de l'enseignement" (The aim of the State is to raise the level of the students and to reduce the "failures" of education).

La Presse August 22, 1970

The big question raised at a meeting in Sousse to Mr. AYARI was the teaching of Arabic and religious instruction. All those who raised the problem suggested that the teaching

of Arabic clearly take precedence over French in order to help in the blooming of an authentic Tunisian personality among the young. On the other hand other educators asked that changes that can only have bad consequences for the students be avoided.

Others spoke of the difficult conditions for education in rural zones and denounced the shirking of responsibility of the STD (Tunisian Society for Diffusion) which does not always satisfy, in time, the needs of the students for textbooks.

Mr. Ayari declared at this time that he had decided to reintegrate a certain number of failed pupils who pursue their studies in the first three years of primary school.

T 10. "Sur la tournée de M. Le Ministre de l'Education Nationale" (On tour with the Minister of National Education).

La Presse August 25, 1970

In all countries of the world, large and small, teaching is carried out in the language of the country. This is the general law except for underdeveloped countries. Those who think that it is first necessary to emerge from economic underdevelopment to be interested in the linguistic problem are putting the cart before the horse. This is what UNESCO has understood and right now it is trying to make some African languages official in order to remedy the situation as soon as possible i.e. instruct the population of these countries.

Thus in Tunisie, the instruction of mathematics in French, for example, constitutes a serious handicap for most of the pupils. Even if they are good in mathematics, they do not follow as they should because they do not understand. Lastly, in a Tunisian newspaper, a teacher wondered why the results of the pupils in mathematics become more and more mediocre. Let us not look too far . It is because they do not understand all the the words of the problems. It was realized that often the best in mathematics are the best in French.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

M 11. "93% des effectifs scolarisés sont à la charge de l'Etat" (93% of the students are in the hands of the State).

Le Monde Diplomatique March 1970

"Since independence in 1956, Morocco has tried to dispense in Arabic by Moroccan teachers, to the greatest possible number of people, an education, the programs and timetables of which could be unified" said Dr. Benhima in April 1966.

- The biennial plan (1958-1959) where a halt was put to mass education of the period, trying to palliate the inevitable decline in level after the influx of new pupils, the departure of French teachers, and afterwards the recruitment of Moroccan teachers often without references;

- the Five-Year Plan (1960-1964) where the same principles were reaffirmed;

- the Three-Year Plan, which succeeded it in 1965, according to conclusions of the Congress of 1964, insisted on the necessity of adapting education to Moroccan realities and recommended progressive Arabization;

- finally the Five-Year Plan 1968-1972, taking into account obstacles met and actual insufficiencies of the system, proposes to raise the quality of teaching while consolidating the obtained quantitative results.

A 12. "Programmes et Méthodes - Perspectives du renouveau pédagogique" (Programs and Methods - Reassessment of teaching aims). Pedagogical and cultural magazine published by the Cultural Center for Academic Inspection of Constantine (April-May 1970)

The choice of programs in an educational system depends on factors which can be reduced to three :

- The society which assures educational training
- The pupil who benefits from it
- The knowledge included in this system of education.

The objectives of education proceed from three factors :

1) the system of values which motivate the existence and action of society's members.

2) society's ambitions, ambitions that the leaders undertake to express.

3) material and human means. They are capable of influencing the choice of objectives which may correspond to the available means or appear too ambitious.

M 13. "Les épreuves du baccalauréat se déroulent dans de mauvaises conditions" (Tests for the baccalauréat take place under bad conditions).

L'Opinion June 12, 1970

Students taking the examinations for the baccalauréat in Morocco turned up with many gaps in their knowledge and a feeling of insecurity. There are tests which touch on everything

learned during the school year and thus they demand an assimilation of the whole program.

For some sections (as the economic section whose examination is fixed for June 15th) the programs took place normally.

T 14. "M. Chedli Ayari: l'Etat est decidé à encourager la décentralisation de l'enseignement" (Mr. Chedli Ayari: the state is determined to encourage the decentralization of education).

La Presse August 26, 1970.

During a work session at Gabès, a list of problems concerning education was presented to Mr. Ayari. The major problem was that of the necessity of repairing schools damaged by the floods of last fall and of improving the living and working conditions of instructors and students in rural zones. Several do not have decent lodging or drinking water. The students are badly supplied as to educational materials and certain schools are constantly invaded by sand. The Minister also announced that 20 thousand dinars are to be dedicated to the upkeep of educational establishments of the Gabès region during 1970-71, instead of the 10 thousand dinars spent last year. He is also determined to solve the problems of drinking water in rural zones and the protection of schools against sand and the danger of venomous reptiles. As to the lodging of teachers, 500 rural dwellings will be built in the region of Gabès. Four new classrooms will also be opened this year permitting a reduction in the number of pupils sent away because of lack of space.

T 15. "M. Chedli Ayari: les programmes doivent évoluer parallèlement aux besoins du pays en cadres" (Mr. Chedli Ayari: programs should develop parallel to the needs of the country).

La Presse September 1, 1970

At a meeting in Kairouan, teachers asked Mr. Ayari for new schools in certain regions of the Governorate and for publication of school manuals in Arabic.

Then students were given the chance to ask for a re-examination of the teaching programs and teaching methods, particularly in the sciences, followed in the lycées. They also expressed doubt as to the competence of some teachers.

The Minister said that the part of the program to be reshaped before the others is the second part of secondary and higher instruction. He also indicated that the possibility of teaching certain subjects such as civil law in Arabic is currently being studied.

T 16. "M. Chedli Ayari préside une séance de travail avec les responsables de l'enseignement à Kasserine" (Mr. Chedli Ayari presides over a work session with those responsible for education in Kasserine).

La Presse September 2, 1970

Five questions were raised by the staff present at this meeting :

- insufficiency of the lodgings put at the disposition of teachers and school directors.
- insufficient number of school directors in Kasserine.
- insufficiency of educational supplies particularly those used to explain courses.
- necessity of restoring schools damaged by the flood.
- insufficient supplying of schools with drinking water.

Mr. Ayari said that all suggestions formulated would be taken into consideration and that reforms judged necessary would be applied.

T 17. "M. Chedli Ayari: le système éducatif tunisien vise à limiter les déchets de l'enseignement tout en le maintenant à un niveau élevé" (Mr. Chedli Ayari: the Tunisian educational system aims at limiting teaching failures while maintaining a high level).

La Presse September 2, 1970

He declared that of about 1,600 students who were supposed to be dismissed at the end of the last school year, 1,147 were re-enrolled. "But, he added, this re-enrollment which is possible in primary school becomes very difficult when it concerns secondary school". He also declared that a good portion of the schools damaged by the floods in the Kasserine region would be restored thanks to 20,000 dinars allocated for this project.

L 18. "Les recommandations du Congrès National Pédagogique" (recommendations of the National Pedagogical Congress).

Athaoura June 6, 1970

Here are some of the recommendations approved by the members :

- It is necessary to revise programs so that they conform to modern times.
- Educational training must not take place in a superficial manner; it is necessary to make clear the basic principles and general orientation which are included in it.

- It is necessary to revise the structures of teaching techniques while shunning invalid elements.

- It is necessary to train schoolmistresses having some capacity, while increasing the number of students in Women's Teachers' Colleges.

- A commission on a national scale is necessary to plan teacher action.

- The fight against illiteracy must receive great material aid..

-The Congress draws attention to the importance of pedagogic means so that national education may succeed in its aims.

- As regards school buildings, they should abandon leased premises in favor of appropriated ones.

M 19. "L'enseignement au Maroc freine le développement: Un enseignement non-rentable".(Education in Morocco restrains development: a non-profitable education).

L'Opinion October 12, 1970.

Several factors contribute to this non-profitable education:
- the problem of the incompetence of teaching staff.

For example, in the lower grades, the schools are full of monitors a large number of whom have neither baccalauréat nor the required teacher training. This also applies to the higher grades where 50% of the teaching staff were only trained as assistants.

-the problem of autonomy at the University. The Moroccan university is not autonomous; it is merely a part of the Ministry of National Education which makes up its budget.

A 20. "La décentralisation est une marque de confiance et un stimulant pour les collectivités locales" (Decentralization is a mark of confidence and a stimulant for local organizations).

El Moudjahid October II-12, 1970.

Total decentralization to the profit of the wilayates and communities was one of the important points adopted by the government during a meeting of Ministers. From 1971 on, the wilayates will plan the future of their children. Two million children are in school this year and secondary schools have 225,000 pupils. These figures illustrate perfectly the progress made. The communities have already proved in the last few years their efficiency when the first responsibilities were given to them. They proved to have an immense spirit of initiative in their various activities.

A 21. "L'Algérie au travail : III. - une école et deux langues" (Algeria at work: III. - one school and two languages).

Le Monde November 17, 1970

Of a population of thirteen million, close to three million are going to school. Nearly all the boys and girls of six are going for the first time. Effects will be measured on the illiteracy rate given as 76% according to the 1966 census. Even people in the mountains and remote villages are sending their children to school because propaganda has reached them. The children often enjoy more comforts in school than they could at home.

Sending children to school at six makes no sense if they cannot stay on in the following years: the present plan calls for an education 8 years long. Thus, it is necessary to build classrooms and train teachers as fast as possible.

This giant task is even further complicated by the problem of language. In the years following independence, Algerian leaders opted for rapid Arabization in education at the same time as general literacy for adults. Results do not measure up to efforts made.

EDUCATIONAL STATISTICS

A 22. "Enseignement 1966-67" (Education 1966-67).

Europe France Outremer June 1970 N°.485.

The current number of children (from 6 to 14 years) going to school in Algeria is 2,500,000. It will be raised to close to 4 million in 1975-1976. Education has had many problems in keeping up with the increasing birth rate. Despite considerable effort, one million children still cannot go to school. However, according to the Minister of Education, education for all is expected by 1980 even though now the total is about 55%.

The number of teachers for the same period will be raised to 33,000 in primary schools (26,000 Algerians) and to about 9,800 in secondary schools. There are more than 7,000 French teachers and 3,500 will have to be recruited for 1969-70. To meet some of the problems, the government is making use of educational radio and television.

T 23. "M. Bahi Ladgham: la Tunisie continue à franchir des étapes consistantes sur la voie du développement des connaissances" (Mr. Bahi Ladgham: Tunisia continues to clear the stages on the road of development of knowledge).

La Presse July 1, 1970.

Mr.Chedli Ayari gave the following figures during a ceremony presided by Mr. Ladgham marking the end of the scholastic year I969-I970:

I) Primary Education

The number of pupils in primary schools has risen from 233,298 in I955 to 900,5I9 in I970.

2) Secondary Education

The number of pupils in secondary schools rose from 29,690 in I955 to I63,056 this year.

3) Higher Education

The number of students registered at the different schools of the University of Tunis reached 9,4I3 in I970. There are also about 600 Tunisians who are studying abroad.

Next Mr. Ayari indicated that I,308 students passed the Baccalauréat examination.

A 24. "Examens: 57.25% de reçus cette année au Baccalauréat sur 5.755 candidats" (57.25% of 5,755 candidates for the Baccalauréat were successful this year).

El Moudjahid July II, I970

Of 5,755 candidates, 3,295 were successful and 2,460 were deferred. To avoid errors, this year a new marking system was used.. Each candidate's test papers were handed to a first marker who put his mark on a piece of paper. The anonymous test paper then was passed on to a second marker who gave a mark according to its value. Generally the marks agreed. Then an average was taken of the two for the final mark.

A 25. "Rentrée scolaire I970-7I: deux millions d'enfants à l'école primaire- Les effectifs du secondaire atteignent 225,000 cette année" (Return to classes I970-7I: two million children in primary school-Total in secondary school reaches 225,000 this year).

El Moudjahid September 20-2I, I970

The ninth school year since independence is fixed this year to begin September 2I. With I2% of Algeria's G.N.P. dedicated to education, it ranks among the first in the world for the percentage apportioned to the development of education.More than 200,000 new places are created this year thus allowing the total of primary school students to go from I,700,000 to I,900,000. In secondary school 225,000 pupils are expected, an increase of about 36,000.

L 26 "Savez-vous que?" (Do you know?).

Arraïd September 25, I970

The number of pupils in primary school before the revolution of September Ist was 270,6I7, 86,537 of which were girls.After the revolution there were 32I,862 pupils of which I02,795 were girls.The number of teachers before the revolution was 9,029 ; after the revolution this number reached II,509.

A 27. "La coopération des Nations Unies en Algérie: formation et algérianisation" (United Nations cooperation in Algeria; education and Algerianization).

El Moudjahid October 3,I970

Several new departments have been created in the National Polytechnical School since I969.There are 26[illegible] engineers in all fields distributed between electrotechnology(47), electrical engineering(35), telecommunications (73), economics (6), civil engineering (62), mechanics (I9), mines and geology (I9). The pupils use mimeographed texts of close to [illegible]6 volumes of 9,400 pages.Also 2[illegible] teaching laboratories and autonomous research installations have been created since I963.

A 2[illegible] "Algérie: boom scolaire" (Algeria; scholastic boom).

Jeune Afrique October 20,I970 No.5II

Those responsible and observers consider I970-I97I to be a test-year.One quarter of the country's budget is devoted to education which is split up in two directions: primary and secondary schools on one hand; higher education and scientific research on the other, Although before only I,000 new classes were constructed each year, from now on 5,000 will be built.

Among the remaining problems is the disproportion between general secondary and technical secondary education.Only one student in five enrolls in technical classes, a number which is considered insufficient.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

L 29."Lybian leader outlines future development phase"

The Cyrenaïca Weekly News April I9,I970

The new development plan will give top attention to some sectors such as education.Education was the first field in which projects have been approved after the revolution and scores of new schools with hundreds of classrooms are being built under the plan for use in the new school year.Qualification of teachers and more facilities for vocational training

and technical education are also top objectives.

T 30."Programmes et frais de scolarité dans les établissements d'enseignement privés" (Scholastic programs and fees in private schools).

La Presse September 29,I970

The Minister of Education informs the directors of private schools and all those who wish to open free schools that no authorization will be given if the following conditions are not met: cleanliness, safety and suitability of the premises, existence of necessary materials and the presence of sufficiently qualified teaching personnel.

As for the programs, the schools use either that of the Minister of Education, or those of the French Cultural Mission or special programs controlled by the Administration.

A 3I, "Education I965-I970: Un enseignement adapté à nos objectifs fondamentaux et aux besoins du développement économique"(Education I965-I970: Education adapted to our fundamental objectives and to the needs of economic development).

El Moudjahid June I9, I970

Five years have passed and today Algeria can be proud of its accomplishments. The needs of national education rose to 2,979,736,5[illegible] DA in I965 and passed 3,[illegible]90,000,000 in I969.However, a more important action consisted of a profound reconversion of the very spirit of education, as in other vital sectors of the nation.

A 32. "L'Orientation ou l'authentification de nos valeurs propres" (Orientation or authentication of our own values).

El Moudjahid July 30, I970

One wonders if the Algerian school is going to consciously remain an inherited school. The commission on the reorganization of education brooded over this question. Now, it is the foundation and form of education which attract all attention.The problems of a country depersonalized and robbed of its culture are enormous.

T 33 'M.Chedli Ayari: des universitaires élaboreront des manuels scolaires en langue arabe' (Mr. Chedli Ayari: universities will prepare textbooks in Arabic).

La Presse August 25, I970

Two speakers at an educational conference in Sfax where Mr. Ayari was presiding suggested that the number of teaching hours be increased.Several others asked that teaching programs comply with fundamental characteristics of Tunisian civilization and not be

frequently altered to meet the personal conceptions of each successive Minister of Education. One teacher was in favor of a program permitting students in secondary school to do personal work, thereby letting them use their intelligence instead of their memory.

Suggestions aiming at teaching the Koran in Tunisian schools were also formulated.

Teachers also emphasized the necessity of resolving certain problems of transportation and housing which are faced by students far from town. The slowness in the distribution of scholastic materials and the great expense of books in Arabic were also discussed.

T 34.* M. Chedli Ayari: notre politique éducationnelle doit être coordonée avec le rythme de l'évolution économique du pays' (Mr. Chedli Ayari: our educational policy should be coordinated with the rhythm of the country's economic development).

La Presse September 16, 1970

. constant Tunisification of the teaching corps
. University of Tunis open to all cultures
. development of exchanges with universities of the East, West and those of the Arabian Maghreb

The day before the beginning of the school year, Mr. Ayari announced the different measures to assure the success of the school year and to explain the different aspects of Tunisian policy as regards national education. All decisions taken are within the framework of the total plan established several years ago and having three fundamentals: democracy, efficiency and authenticity. Particular attention will be given to problems touching on the life of the teaching staff, to equipping schools and to supplying them with textbooks.

M 35.' Baisse de niveau dans l'enseignement primaire et secondaire: Les changements d'orientation et la confusion des affectations disciplinaires sont les causes déterminantes' (Drop in level of primary and secondary education. Orientation changes and confusion of disciplinary appropriation are the determining causes).

L'Opinion October 1, 1970

In the opinion of all, since 1960, the level of education has not ceased to fall. Who should take the blame? Opinions are divided. The Ministry of Education and some of the parents blame the teachers, accusing them of ill-will. The latter and the greater part of the public blame the Ministry itself.

M 36. "Le groupe scolaire d'Anfa: un complexe éducatif d'avant-garde" (Anfa's educational group: an avant-garde education complex).

L'Opinion October 3, 1970

This group, which has been functioning since October, 1968, accepts in its nursery school children from 2 to 6 years old. The school is furnished in conformity with the needs of the children. The classrooms are set up in such a way that the children are free to come and go and choose their occupations. It guides the child towards the acquisition of culture by incorporating the senses and intelligence. He is given scientific material as a base on which he can develop reasoning power not only for arithmetic but also for logic.

M 37. "L'enseignement au Maroc freine le développement. Les répercussions d'un enseignement de classes" (Moroccan education checks development. Repercussions of education of classes).

L'Opinion October 13, 1970

Education in Morocco is a failure because it does not allow for the liberation of the working classes. It may seem paradoxical that education the capacity of which now equals one-third of the demand lets unemployment among the young become greater and greater. This is explained in part by education's failure to adapt and its bad orientation. On the other hand, lack of economic growth and the employment of foreigners in certain posts block progress.

T 38. "M. Chedli Ayari: "Une planification dans le domaine de l'enseignement est nécessaire" (Mr. Chedli Ayari: "planning in the education field is necessary").

La Presse November 8, 1970

After insisting on the necessity of reconciling the objectives of education and economic factors the minister declared :

"Before raising certain problems concerning the University and its students, it is first necessary to agree on the facts and the demands of the problem".

"Planning in the field of education is necessary," he underlined once more before proceeding to the students who raised several interesting questions, notably the distribution of scholarships.

T 39. "Un collège miracle à Dermech Carthage" (Miracle college at Carthage-Dermech).

La Presse November 11, 1970

Because of the lack of space, last year responsible citizens of Sidi Bou Saïd decided to find a solution. Thus, on October 2, 1970,

the communal college "Hope" opened its doors to 320 adolescents. It is almost a miracle! They had to react with such rapidity and efficiency that it really is an honor to the organizers who did everything in record time. Despite the lack of a playground and offices for the administration the school could still offer very acceptable conditions. Thirty-five teachers were recruited to work in these bright and spacious classrooms.

T 40. "La politique éducationnelle et sociale"(Educationalaand social policy).

La Presse November I8, I970

In a speech before the National Assembly, the Prime Minister said that recently adopted education reforms will be consolidated. Equal opportunity will be an action principle of the government in order to give everyone the possibility of bettering himself according to his capacities and his merits. Tunisification of education in the sense of a better knowledge of the country's historical, geographical, economical and humanistic elements, will be reinforced.

Finally, action tending to develop the quality and the level of education will be pursued.

EDUCATIONAL ORGANIZATION

PRIMARY EDUCATION

A 4I,"450 animateurs culturels pour le primaire seront formés" (450 cultural animators for primary schools will be trained.)

El Moudjahid March 6,I970

Cultural animation coordinators from all of Algeria's wilayates met together. Until now, cultural animators only touched the lycées and colleges. In primary schools, artistic,sporting and esthetic education is neglected. That is why in the frame of the four-year plan, there is an allowance for 450 animators per year to be distributed over all the territory. Algerian children will be able to enjoy activities out of the usual range of education, such as singing, music, theater, drawing, manual work and movies. The director of cultural affairs hopes to train animators who, by their dynamism and knowledge of psychological needs of children will contribute to the blooming of the Algerian pupil's personality.

T 42."Des centres de vacances pour les élèves des écoles primaires de Tunis et banlieue' (vacation centers for primary school pupils of Tunis and the suburbs).

L'action April 25, I970

The programs in these centers consist of revising the lessons of the school year I969-I970,reading books, sports, handicrafts, theater, dance, songs, games and outings to surrounding beaches.

M 43 "Le parti de l'Istiqlal dénonce le remplacement de la langue arabe par le français dans le primaire" (Istiqlal Party denounces the replacement of Arabic by French in primary school).

L'Opinion September 24, 1970

Here are some passages from the communiqué published by the Istiqlal Party and signed by Mr. Allal El Fassi :

Starting from next October, mathematics will be taught in French to pupils who only know the rudiments of this language and a major part of the teaching of natural sciences will be in French to the detriment of the Arabic language, the Koran and religious instruction. Therefore, the Istliglal rises against this renunciation of Arabization and the francization of subjects "already" Arabized in primary school and indparticular mathematics.

M 44."L'abandon de l'arabisation du calcul dans le primaire est une humiliation" (The abandonment of Arabization of mathematics in primary school is a humiliation).

L'Opinion Octobre 10, 1970

At a meeting October 2, 1970, the Fédération Autonome made the following, points :

1) the abandonment of Arabization of mathematics in primary schools.
2) the nontraining of staffs for teaching scientific subjects in secondary schools.
3) the consequences suffered by teachers sent to secondary schools following publication of the capacity list.
4) the suspension of certain temporary teachers.

As for the first point, the Fédération considered it as a blow againt the Arabic language and a humiliation. It considers the arguments made by those responsible in this action as lacking any logical basis or having any psychological and pedagogical criteria.

SECONDARY EDUCATION

T 45. "Modification de l'arrêté de 1963 relatif aux examens du diplôme de fin d'études secondaires normales" (Modification of the 1963 decree with regard to the examinations for the diploma at the end of secondary school studies).

La Presse April 24, 1970

Articles 3, 9, 11, 12 and 13 were modified on April 21 by the Minister of Education as follows :

-Article 3- no-one can take the examination if by the Ist of October of the year of the examination he has not reached the age of I", if he has not passed the tests for passing from the 5th to the 6th grades and if he has not been regularly enrolled in a 6th year class.

-Article 9- the examination comprises both a written and oral section and proof of physical education is compulsory.

-Article II- Marks obtained in the first session are carried over to the second.

- Article I2- Marks are from 0 to 20. A mark less than 5 in written Arabic or zero in any part are eliminatory.

-Article I3- the total of obtained points is the sum of the marks multiplied by their coefficients and the average mark is equal to the total divided by the coefficients.

M 46."Les candidats au baccalauréat de type français parlent: l'année scolaire s'est déroulée sans incidents" (French-style baccalauréat candidates speak: the school year developed without incidents).

L'Opinion June I7,I970

Examinations for the French-type baccalauréat took place yesterday in Casablanca, Meknes and Rabat for 2,300 candidates. The number greatly exceeds last year's. Students who studied at these French University Mission centers felt they received an education as good as the students in other lycées.

M 47."La décision d'arabiser la philosophie, l'histoire et la géographie dans le secondaire avait été prise en I96I" (The decision to Arabize philosophy, history and geography in secondary school was taken in I96I).

L'Opinion September 2[illegible],I970.

Philosophy will be Arabized in the economic sciences branch starting October Ist I97I and in the experimental sciences and elementary mathematics branches in I972. As for modern literature this will not be Arabized till October I973. As for the Arabization of geography and history in secondary school, it will take place as follows:

October 70 observation class
" 7I first year
" 72 second year
" 73 third year
" 7[illegible] fourth year
" 75 fifth year
" 76 sixth year.

VOCATIONAL EDUCATION

M 48. "Création à Salé de l'Ecole Nationale Forestière d'Ingénieurs" (Creation in Salé of the National School of Forestry Engineers).

L'Opinion September 9, 1970

Created by the Ministry of Agriculture and Agrarian Reform, this school's aim is to teach the principles relating to the management and development of Morocco's heritage of forests and natural resources. It will form water, forest and soil conservation engineers.

The school receives students holding baccalauréats in the 3rd year at the National Agricultural School at Meknes or by competitive examination among 3rd year students either at the School of Sciences, School of Medicine or the Agricultural College Hassen II.

M 49. "Ecole Marocaine d'Administration: il convient de réviser les programmes en vue de les adapter à la réalité de l'administration publique" (Moroccan School of Administration: it is advisable to revise the programs with a view to adapting them to the reality of public administration).

L'Opinion September 27, 1970

This concerns a letter written by one of the students of the school. To begin with the school can only accept about 100 students each year when close to 600 apply. There is an extreme overload of programs and uselessness of some subjects. Teaching administrative science only occupies a secondary place and assumes a theoretical aspect that does not inform the students of the realities of Moroccan administration and its problems. As for the exams, the students are at a disadvantage as compared to those in other schools because their exam is only given in June.

T 50. "M. Tahar Belkhoja: la réforme de l'enseignement agricole vise à adapter le cycle secondaire aux besoins du pays en cadres spécialisés" (Mr. Tahar Belkhoja: reform of agricultural education aims at adapting the secondary cycle to the country's needs in specialized staff). La Presse October 13, 1970

Mr. Belkhoja, in charge of agricultural education, announced a series of measures taken this year to reform agricultural education. This reform, which will touch essentially the secondary and higher cycles, aims at improving the level of higher agricultural instruction and adapting the secondary cycle to the country's needs particularly for specialized staff.

In the future, entrance to the school will not only be by presentation of diplomas, but after a selective examination. The courses will take 5 years instead of 4. Also, students will not

be able to repeat more than one year.

A 51. "Préparation par correspondance au concours d'entrée à l'Ecole Nationale d'Administration" (Preparation by correspondence for the entrance exam to the National School of Administration).

El Moudjahid November II, I970

The school is organizing a preparation by correspondence for the next entrance exam starting December I, I970. The exam will take place during the summer of I97I. The candidates have at their disposal specialized courses and study plans and homework subjects to be corrected. Eventually, a short-term preparation course might be organized at the school itself under the direction of teachers of the school. This preparation is free except for those who do not show up for the exam; they must reimburse the school. Preparation by correspondence is not mandatory for admission to the test.

A 52. "Le pari des Instituts de Technologie sera-t-il gagné?" (Will the wager of the Technological Institutes be won?).

El Moudjahid November I8, I970

One of the essential characteristics of training in the Institutes is its specialization based on close ties between teachers and students. The primary principle is the participation of the pupil in his own training.

The courses will assume a more and more concrete aspect. Their profit in terms of their training will henceforth no longer be problematical.

HIGHER EDUCATION

M 53. "Semaine décisive dans la crise universitaire- Le gouvernement prépâre un plan de travail pour aboutir à des solutions conformes aux aspirations du pays" (Decisive week in the university crisis- government prepares a work plan to result in solutions conformable to the country's aspirations.)

L'Opinion March 2 , I970

The present organization of education, its level, the moral and material demands of the student have been considered by those responsible and by Moroccan people as being an indisputable fact. Their education, as it is organized, is not able to reassure young students. The students consider that the chances of success for those holding degrees in Arabic are very restricted. Those of the Mohamedia School of Engineers consider it necessary to create a fifth year to alleviate the programs.

A 54. " L'Université en question (I) cours magistraux et structures engorgées" (The University challenged (I) magistral courses and congested structures).

At the school of Medecine, a branch where knowledge develops rapidly, pedagogical methods call attention to 'magistral' courses. The absence of duplicated copies and means of illustrating courses obliges teachers to use a relatively archaic teaching method. As for the examination system, it suffices to say that there has been undeniable progress over the former system.

The School of Medicine has added two amphitheaters, but this remains insufficient because of the large number of registrations.

T 55.'M. Driss Guiga: Les premiers practiciens sortiront de la Faculté de Médecine de Tunis en juin I970 (The first practitioners will graduate from the School of Medicine of Tunis in June I970).

La Presse May I4, I970

Mr. Driss Guiga, Tunisian Minister of Public Health, announced to the assembly of the World Health Organization that in June I970, the first graduating class of Tunisian doctors will graduate from the Tunisian School of Medicine after having passed all their medical studies at this school.

T 56."M. Chedli Ayari: l'Université ne sera ouverte qu'à ceux qui veulent poursuivre sérieusement leurs études"(The University will only be open to those who wish to seriously continue their studies).

La Presse August 25, I970

Mr Ayari said that what necessitated reform of the Tunisian educational system was the accumulation of serious problems caused by a more rapid development of education than Tunisia could afford and that the 75% figure reached by Tunisia has caused a budgetary impasse. Concerning the orientation of new students to the university, the Minister declared that the State will always try to reconcile the tendencies of the student with the needs of the country.Then, speaking of the decentralization of higher education, he indicated that until now that question was not provided for and that it will be resolved as soon as we shall have the substructure and necessary staff in Tunisia.

T 57."L'Inadaptation du système universitaire est un frein à l'utilisation des ressources humaines" (The inadaptation of the university system is a check on the use of human resources).

La Presse September I8, I970

The university in a developing country is profoundly marked by the society in which it exists and for the transformation of which it must work. Only rarely leaning on a long past, it must

create traditions and give birth to a university mentality.

The ranks of the university are going to slowly fill up with elements which risk not having sufficient qualifications.The first generation of teachers and researchers will have, in fact, most often received its training on foreign ground according to a system of education adapted to the needs of an industrial society.

Few in number and imperfectly trained, the university personnel are also battling against offers from foreign universities or economies.

L 58."Un nouveau visage pour l'Université Libyenne"(A new face for the Libyan University).

Athaoura September 27, I970

Mr. Omar Chaïbaru, rector of the University, made a speech during the opening of the National Pedagogical Congress on the efforts that the University makes to train the higher staffs of the Nation. Here are some figures which show the road taken until now:

The university started with eleven students registered in the School of Letters and Pedagogy. The number of students enrolled last year rose to 3,600 and this year to 4,500 students; 320 teachers give courses while I0 assistants were sent abroad to finish their studies.But most important is that the University is currently revising its policy as to its regulations. It wants to make a new start this year and have a new face.

T 59."La Faculté de Médecine: une interview du Professeur Amor Chedli (School of Medicine: an interview with Professor Amor Chedli).

La Presse September I9, I970

The School of Medicine was opened in October I964. In July I969, the first graduating class of interns began working in the hospitals. Since the creation of the school, the goal has been to bring it to the same level as those in France. Professor Chedli believes that this objective has been reached.French professors teach and participate in the examination juries. There is legal recognition of the Tunisian diploma as being equal to the French. The examinations, by French ministerial decree, are the same here as in France. As to the problem of young Tunisian doctors educated abroad who refuse to practice in Tunisia, he thinks that the existence of the School will effectively contribute to the solution of this problem.

T 60."Réforme des examens de la licence en droit" (Reform of law degree examinations).

La Presse November I, I970

Following the petition of students and teachers at the School of Law, Economic and Political Sciences, the Council of this school met recently at Mr. Ayari's residence to set up a

continuous control system of the real value of each student and decided on the following:

-a double-correction, single, partial, written exam on the two subjects of practical work.

-a written exam in June on two subjects; the first on practical work, the second on all the others.

In the past, passing from one grade to another always depended on one exam taken at the end of the year where the student had to get at least I0 out of 20.The student's work during the year was not taken into consideration.

A 6I."Le brevet de maîtrise et l'accés de l'Université" (Secondary school diploma and admission to the University).

El Moudjahid November I9, I970

Recent Algerian diplomas are all unrecognized by the Algerian University. This move checks studious feeling and causes disdain for the preparation of these diplomas. The I965 reform split up technical training into two areas: commercial techniques (T.C.) and professional commercial techniques (T.P.C.). The programs are identical but in spite of this, the T.C. is well accepted while the T.P.C. is often refused.

M 62. "Profonde réforme de l'enseignement technique" (Overall reform of technical education).

L'Opinion November 4, I970

The Minister of higher and secondary technical education declares that training for the technician's diploma will be abolished for the general mechanics, electrotechnology, accounting and management sections and will be replaced by training for a type of baccalauréat which will allow the students to pursue higher studies.

Thus, starting from December I, I97I, 3rd year secondary school students will be enrolled in 4th year science or literature classes.

ADULT EDUCATION

T 63. "M. Hassib Ben Ammar préside à Gafsa la Journée Mondiale de l'Alphabétisme" (Mr. Hassib Ben Ammar presides over the World Literacy Day in Gafsa).

La Presse September 9, I970

Mr Ben Ammar gave a speech in which he reminded everyone that the advancement of literacy is one of the principles to which the Party is most devoted. "The Party" he continued,"will not spare any effort to put this principle into practice as it is firmly convinced that science is the basis of the feeling of

human dignity". Mr. Ben Ammar said that thanks to competent staff, social education is no longer limited to the fight against illiteracy but also aims at general training.

T 64. "Bilan encourageant de la campagne d'alphabétisation des adultes en Tunisie" (Encouraging results from the adult literacy campaign in Tunisia).

La Presse September 10, 1970

Adult Literacy Day was celebrated by several member states of UNESCO and by governmental and nongovernmental organizations. In Tunisia, the adult literacy campaign started off at the beginning of the 1966-67 school year and covered all its governorates. The national army actively participated in the carrying out of the program and Tunisian television organized daily programs to give reading courses. When the program began in 1966-67, 18,361 adults were enrolled. As each year passes, the program is extended to a larger portion of the population.

A 65. "Le contrôle de l'opération 'Alphabétisation d'un million de personnes' examiné hier par la Commission Nationale" (National Commission examined control of the "Literacy for one million people" operation yesterday).

El Moudjahid September 6, 1970

The National Literacy Commission met yesterday at Algiers. The program of this meeting was devoted to preparation for the 1970-71 school year, considered as the year for launching operations to educate one million people in Algerian Arabic during the period of the four-year plan.

To better control and coordinate actions tending to reach this objective, the Commission studied the possibility of creating sub-commissions in each wilaya and community.

For the year 70-71, the number of people included in the program will be 250,000 distributed in this manner:

Agricultural area:	58,750
Self-management:	12,500
Traditional:	6,250
Mines, Energy, Industry:	7,500
Building trades:	2,500
Services and Commerce:	12,500
Administration:	12,500
Women (at home):	62,500
Youths from 10 to 19:	75,000.

A 66. "La Femme et l'alphabétisation dans les mosquées" (Women and the spreading of literacy in the mosques).

El Moudjahid November 6, 1970

If men want culture to raise their standards of living, women also go to school or to the mosque because the need for culture appears more pressing to them than to men. In fact, since

they are always with their children and are their primary instructors, the children's education depends on the mothers'.

The courses take place everyday except Friday from one o'clock to two-thirty.After praying, the women go to their classrooms in groups of two or three. These women have come to the mosque to learn to read Arabic in order to read the Koran. The religious factor motivates most of the women between 40 and 50.

TEACHER TRAINING

T 67."M. Bahi Ladgham lance un appel pressant aux jeunes pour les engager à s'orienter en nombre de plus en plus croissant vers la carrière d'enseignant" (Mr. Bahi Ladgham launches a pressing appeal to the young to enter into teaching careers).

La Presse July I, I970

Mr. Ladgham, former Prime Minister of Tunisia, brought up the question of the training of teachers at different levels. For, as he said, in order to create staffs, a sufficient number of qualified and competent 'creators' are necessary,Thus, it is natural that the government do all possible to train a sufficient number of primary and secondary school teachers, to reinforce their professional capacities and give them all the necessary help so that they can fulfill, in the best possible conditions, the noble mission that has been entrusted to them.

A 68." Constantine: reconversion des écoles normales de l'est en instituts technologiques" (Constantine: conversion of eastern teachers'training schools into technological institutes).

El Moudjahid October 2, I970

The Constantine Teachers'Training School was recently the scene of a work session, the effects of which will not soon be forgotten. A group of educators decided to establish technological institutes in eastern Algeria where there are currently teachers'training schools. The actual conversion will take place, at the earliest, by next October I2.

A 69." L'École Normale Supérieure: democratisation mais tendance vers le pharisaïsme" (Higher Teachers'Training School: democratization but with a tendency to Pharisaism).

El Moudjahid November 2I, I970

Study programs and equipment shortages are two of the principal problems from which the school suffers. In the by-laws of ENS, 4 years of study are planned for: three years for the diploma and one year of professional pedagogical training. A great problem exists because that last year of training in reality

done away with without advising the interested parties. The urgent need for teachers on the one hand, and the impossibility of organizing the 4th year explain this decision.

TEACHING AIDS

T 70. "La Télévision tunisienne, au carrefour de l'éducation et de la culture vivantes" (Tunisian television at the crossroads of living education and culture).

La Presse September 2, 1970

Combining sight and sound sometimes has unexpected and attractive results; the viewers can be educated and cultivated even though their levels vary a great deal and even though each person might not be prepared to be educated.

Above all it is a means of information dissemination that should be both objective and living. It means political information dissemination as well as economic and social information. The right to be informed is recognized today for all citizens.

The second aspect is that of distractions such as variety programs featuring music, dancing, songs, films, different games, sports and adventure and mystery serials.

T 71. "Les techniques audio-visuelles au service d'une meilleure communication" (Audio-visual techniques in the service of better communication).

La Presse November 2-3, 1970

A picture often transmits as many serious facts as a textbook. All audio-visual methods have the enormous advantage of awaking the audience's attention, stimulating the participant's interest and simplifying the teacher's work. Television is the best audiovisual medium and the one that assures the largest diffusion of information. Other methods that teachers and lecturers can use are felt and paper boards and cloth screens to which figures of colored cardboard can be affixed. Slides are still unfortunately rather unknown in Tunisia. Also not used enough are tape recorders and 8 and 16 mm films.

T 72. "L'oreille est le langage ou la mort de 'Jack is a boy' " (The ear is the language or the death of 'Jack is a boy').

La Presse October 27, 1970

A new four-volume series of English instruction books has just been introduced into Tunisian bookstores. This project is the work of the Ministry of National Education, the Ford Foundation and the British Council. The contributors were Mr. Payne of Stanford University, Mr. Aspden of Cambridge, Mr. Forster of Oxford and Mr. Aleya Gmar, Tunisian Inspector of Modern Languages for Secondary Schools. These books try to use real people and

real situations that should be familiar to a Tunisian in order to overcome the gap between book-taught English and actual conversation which might take place between a Tunisian and a foreigner.

RELIGIOUS EDUCATION

A 73 "Algérie: les mosquées deviennent des écoles"(Algeria: Mosques become schools).

Jeune Afrique September I5, I970
No. 506

Beginning next October I5, adult reading and writing courses for both sexes will be organized in all of Algeria's mosques under the responsibility od the imans who will be paid by the Ministry of Education. The mosque will be given again its original function which was to dispense knowledge and culture.

The new Minister, Mr. Kassim, is particularly interested in the diffusion of Moslem education. He is contemplating three new schools for later use: one for philosophy and theology in Algiers, another one for Arabic literature in Oran and the third for Moslem law in Constantine.

A 74. "I0,000 étudiants dans les Instituts Islamiques. Une promotion de bacheliers en Arabe sortira en juin. Nouveaux établissements prévus par le plan" (I0,000 students in Islamic Institutions. A class of Arabic scholars will graduate in June. New establishments foreseen by the plan).

El Moudjahid October I4, I970

The essential aims of the Islamic Institutions is to prepare the young to become not only highly qualified, capable and competent but also to be proud of their civic and religious morals. These are not the same institutions as the "Zaouia" where students are taught verses of the Koran and are initiated to both prayers and dogma. All diplomas being equal, those who are in this first graduating class holding baccalauréats in Arabic, will be able to enter the University or the business world.

A 75. " La vraie mission" (The true mission).

El Moudjahid October I5, I970

History shows that the mosque has always been a place to pray in as well as a place of instruction open to all Moslems. Some mosques have even become renowned universities, such as Al-Azhar, Zeitouna, El Karaouine and Cordova.

Henceforth, Algerian mosques will be engaged in the fight against ignorance in accordance with the plan to make one million people literate. The Minister Of Education and Religious Affairs is giving his all to see that this plan will work.3,035 mosques throughout the country will be transformed into veritable houses

M 76. "Causeries religieuses pendant le mois de Ramadan" (Religious talks during the month of Ramadan).

L'Opinion November 4, 1970

During the holy month of Ramadan which coincides with the commemoration of the revelation of the Koran, the Minister of Islamic Affairs organized in each part of the Kingdom, a number of lectures and courses to initiate citizens in the virtues and benefits of Mohammedanism.

This campaign is animated by eminent scholars of the religion. In order for this campaign to succeed, the faithful are asked to attend these interesting talks in large numbers.

ARTISTIC EDUCATION

M 77. "Encore une Ecole d'Art Dramatique qui augmente le nombre des acteurs..... sans rôles" (Yet another Dramatic Arts School which raises the number of actors....without roles).

L'Opinion September 8, 1970.

A dramatic arts troup has just been created comprising modern theatrical studies, where all forms of body movements, dramaturgy and scenography will be taught.

After auditions, a definite number of talented artists will be chosen. Thus all professional theatrical roads will be opened but there are just not enough jobs for everyone. Many actors are unemployed at present.

T 78. "Un institut d'études et de recherches théâtrales vient d'ouvrir ses portes" (An institute of theatrical studies and research has just opened).

La Presse October 31, 1970

This institute, just created at the Arts School in Tunis, starts off this school year with the creation of a complementary certificate open to first year students of Arabic, French and English.

The program offers a vast panorama of French, English and Arabic modern and classical theater. The courses are given in French and Arabic and take three years; the second year offering a higher certificate and the last year to be spent at the theatrical school of the Sorbonne in Paris.

SPECIAL EDUCATION

A 79. "Les cours de promotion sociale: une porte ouverte à toutes les bonnes volontés" (Social promotion courses: an open door to all willing people).

El Moudjahid May 7 1970.

These sourses, as their name indicates, offer another chance to all those who have not been able to study previously, whatever the reason.The students who attend these courses are of all classes and occupations and wish to acquire knowledge, thus participating in the country's development.

The program consists of general culture courses allowing students to present themselves at entrance exams for the University. Hours are from 8:30 a.m. to 8:30 p.m.

80 "Plus de 6,000 auditeurs fréquentent les foyers d'animation de la jeunesse dans la wilaya de Tlemcen" (More than 6,000 participants attend the youth clubs in the wilaya of Tlemcen).

El Moudjahid May 8, I970

In these clubs which have about 5,000 to 6,000 members, educational activities are quite varied. Pretraining classes offer to members the choice of accelarated training in mechanics,woodworking, ironworking or cutting and sewing. The second group of courses exposes them to different responsibilities. The third unit allows the young person to actively participate in different pastimes that interest him such as movies, movie clubs, photography lab, plastic arts, music, theater, excursions etc.

T 8I. "Après le lancement réussi de 'Morjane-70I'une seconde fusée experimentale sera prête en I97I (After the successful launching of 'Morjane-70I', a second experimental rocket will be ready in I97I).

La Presse September 2, I970

After the successful launching of the first experimental rocket Morjane-70I on August 28, I970 the Tunisian Youth-Science movement organized a press conference at its headquarters.

As an introduction, Mr.Abdelhamid Fekih,Secretary General of the National Union of Engineers, gave a talk on the historic "Tunisian Youth-Science Movement". The idea of creating this movement goes back to I959. It came about due to the enthusiasm of young scientists and above all responsible Tunisians and with the aid of national and international organizations who contributed to the movement's growth and participated in the construction and equipping of its premises.

M 82."Création à Rabat de l'Institut de Formation des Cadres de la Jeunesse et des Sports" (Creation in Rabat of the Training Institute for Youth and Sports Instructors).

L'Opinion September 9,I970

This Institute is under the direction of the Minister of Youth, Sports and Social Affairs. Its object is to train and perfect public and private staffs for youth and sports activities and social work.

The institute trains people as advisers, directors and treasurers for vacation camps, physical education advisers and trainers and referees for different sports.

A 83."Préparez une licence en sciences journalistiques et d'information à l'Ecole Nationale Supérieure de Journalisme"(Prepare a degree in journalism and news dissemination at the National College of Journalism).

El Moudjahid October 2,I970

The diploma could open a career in:

-journalism
-radio
-television
-public relations
-news dissemination etc.

Admission to the school is on a written and oral competitive examination basis. There is also an interview with and examination jury.Those holding complete baccalauréats or equivalent diplomas are exempt from the written exam. Courses are in French and Arabic and last three years.The degree given has the same prerogatives as that given by any school of the University.

COOPERATION

T 84. "Echange de jeunes entre la Tunisie et la France"(Youth exchange between Tunisia and France).

La Presse June 20, I970

A conference took place June I7 and I8 in Paris for countries who either entirely or partially speak French. It established different projects. Among the most important was a plan for Franco-Tunisian youth exchange.

M 85."Le vélomoteur et la voiture de sport" (Motorbike and sports-car).

Le Monde June 24, I970

In a letter to le Monde, Mrs. J.Rousseau, a former teacher in Morocco, related some of the conditions found there. A French teacher is paid three times as much as a Moroccan with the same qualifications. This creates a certain uneasiness among the teaching corps.A professor of classical Arabic arrives on a motorbike and the young Frenchman in a sportscar. The uneasiness is quickly transmitted to the students.

Those in the teaching corps who are there to fulfill their military obligations for the most part have no teaching qualifications. There is a three-week initiation course which is not even compulsory.There is absolutely no inspection of the French staff in Moroccan schools.

A 86."Création d'un Comité mixte algéro-mauritanien de coopération économique, culturelle, scientifique et technique"(Creation of a joint Algerian-Mauritanian Committee for economic, cultural, scientific and technical cooperation).

La Presse July 29, I970

This agreement was signed by Layachi Yaker, Algerian Minister of Commerce and Soumare Diara Mouna, Mauritanian Minister of Commerce and Transportation. Different resolutions were adopted relating to cooperation in scientific, technical and cultural fields. Thus, a greater number of young Mauritanians will benefit from the possibilities offered by Algerian universities. The National Library and Algerian National Pedagogical Institute will cooperate with its Mauritanian counterparts. Also, Algerian teachers and public health workers will be sent to Mauritania.

MAG 87."A l'Ecole Nationale d'Administration sous la présidence de M. Mohamed Saïd Mazauzi, étude comparative des systèmes de formation maghrebins"(At the National Administration School under the chairmanship of Mr. Mohamed Saïd Mazauzi, comparative study of Maghreb teaching systems").

El Moudjahid September I7, I970

The third conference of Education Ministers discussed the problem of training staffs and the role of foreign cooperation in this field.

As a result of this conference, an ad hoc committee was formed to study the coordination of training staffs.

To this day, investigation into Maghreb cooperation in the field of teacher training is still most insufficient. Nothing has been done concerning relations between all the countries in the matter of professional training.

Convinced that economic development depends on the availability of qualified laborers in sufficient quantity, the Maghreb countries invest a great amount of capital towards the solution of this problem.

M 88."Le Sénégal sollicite l'aide du Maroc pour étendre l'enseignement de la langue arabe" (Senegal requests Moroccan help to extend education in Arabic).

L'Opinion September 27,I970

Members of the Senegal National Federation of Islamic Culture Association and Arabic language teachers from Dakar are now in Morocco where they are holding meetings with Moroccans with a view to developing cultural relations between Morocco and Senegal. The Federation plans to popularize Arabic which is the religious language of the majority of Senegalese. To reach its goals, the Federation is multiplying its contacts with Arabic countries in order to receive necessary help.

A 89."Six instituts de technologie vont être créés avec l'aide de la France" (Six technological institutes will be created with France's help).

Le Monde October 9,1970

Abdelaziz Bouteflike, Algerian Minister of Foreign Affairs and Jean Basdevant, French Ambassador to Algeria, have agreed that France will help in the creation of six important technological institutes in Algeria.These schools will train personnel in the fields of public works, building trades, electromechanics,topography,planning,accounting and commerce. The French government will put at Algeria's disposition professional people necessary for the functioning of these six establishments.

Algeria places a lot of hope in these schools.At least ten thousand technicians are expected to be trained in the next three years. According to the terms of an agreement signed on November 27,1969, France has already agreed to support technically and financially a first agricultural technology institute in Mostaganem. The annual cost is estimated at 4 million francs.

T 90."France-Tunisie,l'idylle?" (France-Tunisia, idyll?).

Jeune Afrique October 20,1970
No.512.

Tunisia has never hesitated to demand the assistance of its embassy in employing European teachers for its education program. Some 3300 teachers work in Tunisia.They are generously paid, two or three times more than their Tunisian colleagues. They alone absorb one-twelfth of the State's military and civil budget. In other words, one out of twelve dinars spent by Tunisia goes towards Frenchmen.

Thanks to this enormous effort, the country's youth has a better knowledge of France and speaks its language more than in the days of the proctectorate.

T 91."Accord de coopération culturelle entre la Tunisie et la Suisse" (Cultural cooperation agreement between Tunisia and Switzerland).

La Presse November 20,1970

This agreement concerns cooperation between the Fine Arts School of Tunis and the Federal Polytechnical School of Lausanne. The Fine Arts School in Tunis will receive teachers and work materials.

The Swiss school will welcome Tunisian students benefiting from Swiss scholarships to carry out their studies. These arrangements are only a first step towards the reinforcement of cooperation between the two schools.

MAG 92. "M. Chedli Ayari inaugure les cours de l'Institut Supérieur de Gestion des Entreprises du Maghreb" (Mr. Chedli Ayari inaugurates courses at the Maghreb Higher Institute of Company Management).

This institute's aim is to train administrators able to attain responsible and decision-making posts in companies and administrations. It was created in July 1969 and this year became a Maghreb institute.

Right now, there are seven Moroccan and nine Algerian students, soon to be joined by a group of Mauritanian students. Mr. Ayari said that the education given here is not only important but indispensable. It will permit the training of responsible Maghrebins in the management area.

SPECIAL PROBLEMS

T 93. "L'émigration des cerveaux, une perte sèche pour les pays en voie de développement" (The brain-drain, a loss for developing countries).

La Presse September 2,1970

The departure of people holding degrees threatens the stability and growth of underdeveloped countries since it deprives them of their most important citizens.

However, industrial countries see the fact as merely an emigration of the work-force which has not been able to stay for multiple reasons.

Poor countries which have the greatest need for workers and which spend enormous sums to train them, lose part of them. Most often these workers fall into two categories:

-technicians and specialists in several highly qualified areas who cannot receive complete training in poor countries.

-those in medicine, teaching and engineering who leave their country to settle down for good abroad because they cannot use all their qualifications and are not paid according to their qualifications.

M 94. "Nouvellement recrutés pour l'année scolaire 1970-71, des coopérants auraient déjà résilié leurs contrats avec le Ministère de l'Education Nationale" (Recently recruited for the 1970-71 school year, some cooperants have already cancelled their contracts with the Ministry of National Education).

L'Opinion September 15,1970

Will the next school year show a serious lack of teachers? According to the consistently circulating rumors, it seems that a great number of newly recruited French teachers of the Franco-Moroccan cooperation movement have cancelled their contracts

at the last moment. The old teachers circulated rumors in France during the last summer vacation that the Moroccan government does not respect its contracts and that salaries were disappointing. They also said that cooperants were not paid till four or five months after their arrival in Morocco.

M 95. "Puisque les besoins du Maroc en enseignants étrangers sont sans cesse croissants, comment expliquer la fermeture de l'école normale supérieur?" (How to explain the closing of the Higher Teachers'Training School when Morocco's need for foreign teachers keeps rising?).

L'Opinion September I7,I970

The Franco-Moroccan cooperation movement, which started about ten years ago, in principle had to supply Morocco with technicians and above all teachers, while waiting for Moroccans to receive adequate training and measure up to replacing the French,Thus it was thought that the Moroccan government was going to do everything possible to meet this objective as soon as possible.

Established in I963, the Teachers'Training School of Rabat with its branches in Tetouan, Fes and Casablanca was welcomed with satisfaction and was announced as the sole solution to the Moroccanization of education.

Now the government has purely and simply decided to close the school. The Minister of Higher Education said the reason was that the school must be given over to technical training.

M 96 "Le Comité Exécutif de l'Unem déclare: Aggravation du problème des bourses universitaires et accentuation de la crise du logement" (The Executive Committee of the UNEM declares that there is an increase in the problem of university scholarships and an accentuation of the housing crisis).

L'Opinion October I0, I970

The Executive Committee of the National Union of Moroccan Students (UNEM) made the following announcement relating to university problems:

-the suppression of the ENS which has fought for the students has evident political reasons.
-the ENS was the back door for many of the secondary school students who came from poor families and who received scholarships.

T 97."Les étudiants protestent contre la nouvelle politique de sélection universitaires" (Students protest against the new university selection policy.)

Le Monde October I8-I9, I970

The General Union of Tunisian Students (U.G.E.T.) published a protest against the new steps taken in Tunis on the cases of exclusion at the university.

The accusing text specifies that the students will only have the chance to repeat one of their first two years of studies. In case of failure, they will be unable to enroll in any other school.

The U.G.E.T., which reminds everyone that "access to the University is not a chance but a right", proposes the urgent meeting of the University Council and emphasizes the contradiction between the Government's desire to generalize and democratize education and the severity of the measures which do not take into account the difficulties met by new holders of the baccalauréat because of the deterioration of secondary school instruction.

T 98. "Tunisie: rentrée universitaire difficile" (Tunisia: difficult start for the University year).

Jeune Afrique November 10, 1970
No. 514.

Neither official ceremonies nor speeches opened this academic year. On October 19th, all the schools opened their doors but not all students were taken back to the University. In fact, a communiqué posted inside the schools advised students of the first two years who had failed four times, that they were not allowed back into classes. As a matter of fact, the student only has the right to repeat once in the course of his first two years. This resolution effected almost 900 students and this is 10% of the total.

Answering a protest by the UGET, Chedli Ayari, the Minister of National Education, said that "the nation was only doing its duty", since the Tunisian student costs 1,000 dinars a year, which is ten times more than the average yearly income.

A 99. "Algérie: en 8 ans, des jeunes sourds-muets parlent et exercent un métier" (Algeria: in 8 years, young deaf-mutes speak and practice a trade).

La Presse October 9, 1970

To meet the special problem of deaf-mutes, a very thrilling and singularly efficient school exists in Algeria. In this school, 120 students, boys and girls, learn to live like people who have full use of their hearing and speech. The problem at this school is to make these young people talk.

The school was established in 1886 thanks to private initiative. The first class had only ten pupils. Four years

later another center opened. It has been permanently housed in the Villa "Chimère" in the village of Isly.There are seven teachers who give courses in French. Doubtlessly, oral teaching will be Arabized in the years to come. After eight years of study, the student can generally speak and is given a primary school diploma.

T I00."Fermeture des Facultés de Droit, des Sciences et de la Médecine"(Closing of the Schools of Law, Sciences and Medicine).

La Presse November 23, I970

On Friday, November 20, the Minister of National Education issued a message to the students telling them to immediately end their strike which has paralyzed the University since Thursday, November I9.This communiqué reminded the students of the importance of the role played by the University in the country's development, and the sacrifices made by the State.

Despite the appeals to reason, the students have not gone back to school. It is now clear that the students have decided to continue the strike despite all the appeals and contacts made with them.

The government, as was announced in its preceding communiqué, has decided on the following:

I-Starting from Tuesday, November 24, the Schools of Law, Sciences and Medicine will be closed. Access to their premises will be barred to students but not to teaching and administrative staff.

2.Scholarships will be accordingly suspended. The government reserves the right to take any other measure that it might judge necessary.